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ABSTRACT

Information for faculty members of the State University of New York, Buffalo, is presented to provide assistance in making accommodations for the handicapped student in the academic courses and programs. The primary objective of the university is to eliminate competitive disadvantages for the handicapped. A summary statement and excerpts from Section 504 of the Rehabilitation Act of 1973 are presented to clarify the university's responsibilities. The university is not required nor encouraged to lower academic standards or alter degree requirements for the handicapped students. However, depending on the student's handicapping condition, the university may be required to: extend the time allowed for the handicapped student to earn a degree, or substitute one elective course for another; modify teaching methods and examinations to permit the handicapped student full participation in a degree program; and provide taped texts or other academic aids as may be necessary for the handicapped student if they are not available from other community rehabilitation resources. Teaching strategies for the faculty for the following conditions are examined: deaf and hearing impaired, the less visibly handicapped students, the blind and visually impaired, and the mobility and dexterity impaired students. Specialized academic aids that are available from the Office of Services for the Handicapped at the University are defined, and organizations that serve as resources at the campus, local community, and national levels are identified in terms of name, address, telephone number, and contact persons. (SW)

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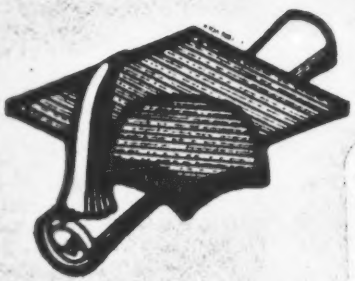
Everything You Wanted To Know About Handicapped Students



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Not (And Were Afraid To Ask)

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State University of New York at Buffalo

Office of the President

January 15, 1981

Dear Colleague:

As you most probably know, Section 504 of the Federal Rehabilitation Act of 1973 is the first major piece of national legislation to prohibit discrimination against handicapped individuals solely on the basis of their handicap. The State University of New York at Buffalo welcomes the new opportunities which have been created by this legislation. To assist handicapped students in utilizing their greatest asset -- their intellectual capacities -- is among the most important of those opportunities.

Even before the regulations implementing the legislation were issued, this University had been participating in a federally funded project to provide services to the handicapped student here on campus. The lessons we have learned from this project have been invaluable in promoting our efforts to educate handicapped students. However, we realize that these efforts involve much more than simply *encouraging* the handicapped to participate in the full scope of the University.

In large measure, what is required is a sensitivity and a willingness on the part of each of us to devise creative, common sense solutions to the practical problems faced by the handicapped student in meeting his or her academic requirements. In this regard, I am very happy to introduce this informational manual to our faculty. Its purpose is to provide useful, and often, first-hand information to assist you where and when needed in making accommodations for the handicapped student in your academic courses and programs.

I urge you to join with me in reaffirming our University motto, as it applies to the education of both handicapped and non-handicapped students alike - "To Learn, To Search, To Serve."

Sincerely yours,

Robert L. Ketter
President

CAPEN HALL BUFFALO, NEW YORK 14260 TEL. (716) 636-2901

Faculty Statement

FROM: Norman Solkoff, President, Faculty Senate U/B

TO: All Faculty

RE: Statement to be read during the first week of each academic semester

"I would appreciate hearing from anyone in this class who has a handicap which may require some special accommodation. I am reasonably sure we can work out whatever arrangement is necessary, be it a special seating, testing, or other accommodation. See me after class, or during my office hours."

"Contact me this week - not after the first quarterly exam."

10/22/80

Philosophy

The primary objective of U/B in serving the handicapped student is *not* to give its constituency a competitive edge, but merely to eliminate competitive *disadvantages*. It is the responsibility of U/B and its faculty to make facilities and academic programs accessible, and to make reasonable accommodation when and where required. On the other hand, the handicapped student has the right - *and the responsibility* - to decide whether and when to choose among the accessible offerings.

Legal Rights

As disabled persons, handicapped students have the same right as anyone else to go to college or enroll in a job-training education program. However, the academic unit must consider each handicapped student's application on the basis of his/her *academic record* and *qualifications*. The disability of the student is not a factor.

The university *may not*, for example:

1. ask a handicapped student to take a pre-admission test which *inadequately* measures his/her academic level because special provisions were not made for the fact that s/he is blind, deaf, or otherwise disabled.

2. inquire about any disability *before* admitting the handicapped student, unless it is trying to overcome the effects of prior limitations on enrollment of handicapped students and the handicapped student is willing to volunteer the information.
3. *limit* the number of handicapped students admitted to any program.

The university is *not* required nor encouraged to lower academic standards or alter degree requirements for the handicapped students. However, depending on the student's handicapping condition, the university *may* be required to:

1. extend the time allowed for the handicapped student to earn a degree, or substitute one elective course for another.
2. modify teaching methods and examinations to permit the handicapped student full participation in a degree program.
3. provide taped texts or other academic aids as may be necessary for the handicapped student if they are not available from other community rehabilitation resources.

These protections, provided under Section 504 of the Rehabilitation Act of 1973, apply to all public and private post secondary educational institutions receiving federal financial assistance.

What is the Law? How does it relate to U/B?

In very simple terms, the law states there shall be no discrimination on the basis of handicap in federally assisted programs, including U/B.

SUMMARY STATEMENT
of Section 504 of the Rehabilitation Act of 1973
(Federal Register, Jan. 13, 1978)

"This rule implements Executive Order, No. 11914, 'Non discrimination with respect to the handicapped in federally assisted programs', under which the Department of Health, Education, and Welfare is required to coordinate government-wide enforcement of Section 504 of the Rehabilitation Act of 1973, as amended. In particular, the rule sets forth enforcement procedures, standards for determining which persons are handicapped, and guidelines for determining which practices are discriminatory. These procedures, standards, and guidelines are to be followed by each federal agency that provides federal assistance in issuing regulations implementing Section 504."

THE FOLLOWING ARE EXCERPTS FROM THE LAW AND SPECIFIC RELATIONSHIPS TO U/B:

Handicapped Person

The Law - "any person who has a physical or mental impairment that substantially limits *one or more major life activities,* has a record of such impairment, or is regarded as having such an impairment."

U/B - Any academically qualified handicapped student at U/B. This student should make known his/her handicapping condition if s/he wishes to arrange for a special accommodation. The Office of Services

for the Handicapped (OSH) at U/B can be contacted for verification of a student's handicap (see *Campus Resources* listings in this manual for more information).

Major Life Activities

The Law - "Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working."

U/B - Handicapping impairments for which certain adjustments and allowances are necessary for the student in meeting his/her *academic* requirements at U/B.

General Prohibitions Against Discrimination

The Law - "No *qualified handicapped person*, shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which *receives or benefits from federal financial assistance.*"

Qualified Handicapped Person

The Law - "(a) With respect to employment, a handicapped person who, with *reasonable accommodation*, can perform the essential functions of the job in question. (b) With respect to services, a handicapped person who meets the essential eligibility requirements for the receipt of such services."

U/B - Any *academically* qualified, handicapped student is free to pursue a regular college program at U/B. This student, like all students at U/B, is expected to maintain academic excellence and performance.

Participation

The Law - "A recipient, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of handicap:

1. deny a qualified handicapped person the opportunity to participate in or benefit from the aid, benefit or service;
2. afford a qualified handicapped person an opportunity to participate in or benefit from the aid, benefit or service that is not equal to that afforded others;
3. provide a qualified handicapped person with an aid, benefit, or service that is not as effective in affording equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others."

U/B - The academically qualified, handicapped student is free to take any desired U/B program without penalty or dilution of the program course offerings.

Integration

The Law - "Recipients shall administer programs and activities in the most integrated setting appropriate to the needs of qualified handicapped persons."

U/B - Every attempt should be made to integrate the academically qualified handicapped student into the full scope of academic, social and cultural life at U/B.

Special Aids

The Law - "Recipients shall take appropriate steps to insure that communications with their applicants, employees, and beneficiaries are available to persons with impaired vision and hearing."

U/B - In certain cases, special aids are needed by some handicapped students, e.g. textbooks and other reading materials may need to be converted on to tape or braille, or tape-recorders and notetakers may be needed in the classroom, etc.

Reasonable Accommodation

The Law - "A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program."

U/B - Each handicapped student is unique, as is each non-handicapped student at U/B. In large measure, problems presented by handicapped students can be approached successfully with common sense and often with creative solutions. The Office of Services for the Handicapped at U/B is available for continuing consultation when and where needed (see *Campus Resources* listing in this manual for more information).

Program Accessibility

The Law - "No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance."

U/B - All academic, recreational and cultural programs and courses, just like all facilities and buildings at U/B, are to be freely accessible to academically qualified, handicapped students.

Physical Accessibility

The Law - "A recipient shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by handicapped persons. This paragraph does not necessarily require a recipient to make each of its existing facilities, or every part of an existing facility, accessible to and usable by handicapped persons."

U/B - By definition, all academic programs at U/B are to be fully accessible to the academically qualified, handicapped student. However, in modifying programs for inclusion of the handicapped student, *all* buildings and facilities need not be accessible; a change of classroom may be necessary to effect program access.

Teaching Strategies for Faculty

Deaf and Hearing Impaired

Total deafness is quite rare, but partial deafness is common; an estimated 15 million Americans suffer from some degree of deafness. Of those, approximately 2.5 million are persons whose defective hearing is either congenital or developed before the age of five. In addition, such disabled persons may have problems in expressing themselves clearly in speech.

Currently at U/B, there are several students who are hearing impaired or deaf. Some of these students lipread; others may need an "interpreter" or "signer", someone who conveys the vocal message in a visual way, by hand, finger and body language. Interpreters and notetakers (preferably a classmate) are essential since a person cannot read lips or observe sign language and take notes at the same time. Other accommodations needed in the classroom or laboratory for those with hearing impairments are relatively minor, usually just a classroom seat up front.

An interpreter will usually stand or sit near the instructor so both can be seen by the student. Initially an interpreter may seem distracting, but as time progesses, s/he may not be more noticeable than the blackboard.

You can assist the hearing impaired student by helping to identify a notetaker. Those who attend school *full-time* are generally eligible for special state funds which will permit the student to pay for a notetaker's services. OSH can assist the student in clarifying his/her eligibility for such funds (see *Campus Resources* listing in this manual for more information).

OSH is generally aware of the student's hearing handicap before the semester begins and an interpreter is recruited, if required, as soon as the student's academic schedule has been confirmed. Interpreter's services are costly. If it is necessary to cancel a class, or change its locale, the interpreter as well as the handicapped student should be informed in order to avoid paying the interpreter for unused services.

The lipreader concentrates on your mouth. Therefore, if you speak with your face to the chalkboard, or look down, it will render the hearing impaired student deaf. To avoid this, cultivate the habit of facing the class (and the deaf student), all, or most of the time. Beards also make lipreading difficult. However, if the room lighting is bright and the light comes from in front of you to illuminate your face and lips, it will help. Speak in normal tones, but use more animation and facial expression to give emphasis to what you say. If there is an interpreter, look at the class (and the deaf student) when speaking, rather than at the interpreter. When writing on the chalkboard, wait until facing the class before speaking.

When soliciting questions or comments from the class, give the hearing impaired person a few extra moments to get that message from the interpreter after you have said it. When responding to inquiries from class members who are seated behind the deaf person, repeat the question before giving your response. The hearing impaired student should be encouraged to ask and/or answer questions in class. If s/he cannot speak, the message can be relayed by sign to the interpreter who will then transmit the student's comments.

You can make full use of visual aids, such as overhead projectors, slides, etc., with the deaf. However, pause several moments when pointing to such visual aid materials to allow the deaf student to take his/her eyes off the interpreter, or from your lips, to look at the visual aid material and then return his/her eyes to you, or to the interpreter, without losing the verbal explanation being given. And, as explained above, repeat for the interpreter or the lipreading student any questions or statements from students who are seated behind the hearing impaired or deaf student. This may benefit all students!

Sign language is not English. It is concept-oriented and has its own grammar and syntax. Partially for this reason, a deaf student's writing patterns may sometimes resemble those of a non-native and possibly seem immature. For example, sign language for "I am going to the movies today", may be signed as, "Today, movies I go". Therefore, when correcting assignments, explain your corrections as fully as possible in your written comments. If a handicapped student exhibits a seriously underdeveloped vocabulary and command of syntax, or exhibits a below average reading level, you can refer the student to OSH for remedial improvements of those skills. If speech is difficult to understand, have the person speak without interruption as you listen to the tones, rhythms and patterns. You may begin to recognize those and, thus, be able to decode the words with greater ease. If not, have the person read a passage from your textbook aloud as you read it. This technique should build up familiarity with his/her manner of speaking.

Some students use a hearing aid and/or a "phonic ear". The latter requires that you use a neck microphone which is supplied by the stu-

dent. By using such a device, your voice is transmitted electronically to the student's receiver which s/he wears similar to a necklace.

In more technical courses, in which a large number of technical terms are used, a list of terminology would be helpful for the interpreter as well as the deaf student. Each should have such material as early in the course as possible. The interpreter may need to develop his/her plan for signing such new words.

Hearing Ear Dogs are another aid for deaf persons. By New York State Law, they are entitled to all of the privileges afforded Seeing Eye Dogs. Such dogs have been trained to respond to selected sounds essential to their masters and to alert their masters to the direction of those sounds. Such working dogs are not treated as pets and, consequently, should not be petted.

Teaching Strategies For Faculty

Less Visibly Handicapped Students

There are more students with disabilities who have not identified themselves as handicapped, than those who are currently known and served by OSH. This happens for several reasons: perhaps their coping mechanisms are well developed, with or without aids; they have a strong desire to maintain independence, and/or their disability is such that it is not limiting their educational pursuits. As a result, there may be students in your class who will not report themselves as handicapped when you ask if any of them need a special accommodation at the beginning of the semester.

"Less visible" handicaps may include, but are not limited to, persons who have diabetes, epilepsy, emotional illness, cardiovascular involvements, allergies, arthritis, cancer, kidney disease, hearing disability, Multiple Sclerosis (in early stages or periods of remission) and various pulmonary diseases. It is obvious that the less visible handicaps constitute a large and heterogenous group. The nature and severity of these disabilities, and the accommodations required, vary widely. Some students may require few or no adjustments. For others, a broad spectrum of specialized services and accommodations may be required, and at differing periods.

It is possible that less visible handicaps may flare up or be exacerbated, later in the semester, to a level where there can be no doubt accommodations should be made. It is all right to wait until you are asked for consideration or assistance. If there is a question about whether a disability is legitimate (because s/he did not identify a potential problem earlier), call OSH to clarify or verify the legitimacy of a reasonable accommodation. Frequently, respiratory conditions are made worse because of chemical fumes or tobacco smoke; if this is brought to your attention, the class should respect a no-smoking status. Handicapping conditions may also appear in response to such things as dramatic weather changes. At such times, undue fatigue and/or swelling of extremities may make writing or walking difficult and more time for taking exams, or even an extended class absence, may be requested. In some cases, home-bound study can be investigated. In such cases, when attendance patterns vary, deadline dates for papers may also need to be adjusted.

There is an abundance of literature and information available on the etiology of the less visible handicapping conditions. OSH is generally in a position to tap appropriate resources to assist you in clarifying the impact or effect of the handicap upon the student and to recommend "reasonable" accommodations (see *Campus Resources* listing in this manual for more information).

Teaching Strategies For Faculty

Mobility and Dexterity Impaired Students

Mobility and dexterity impaired students are relatively common at U/B and include individuals both temporarily or permanently incapacitated. They may use walkers, crutches, canes, and be casted or braced. Some individuals with progressive diseases, which plateau or worsen, may adversely respond to stress or fatigue. Other individuals with severe physical handicaps use crutches, walkers, wheelchairs or Amigos. Some individuals are nonverbal and may use a communication system (manual symbolic or electronic). On the other hand, dexterity is a problem for some students who have an amputation, uncontrolled or involuntary motion, spasticity, flaccidity or chronic pain.

Problems which mobility and dexterity impaired students encounger usually involve physical acessibility to U/B buildings, communication accessibility, and skill development. For the educator, the most frequent problem is the valid and nonbiased evaluation of student performance and potential.

Perhaps the most severe problem encountered between the instructor and disabled student is the lack of communication. If one has been taught that "it isn't nice to ask questions" about someone who is different, it may be difficult to approach a disabled individual without feeling embarrassed, at a disadvantage, or self-conscious. Such feelings impair open communication between the instructor and the disabled student and should be overcome early in a course.

Generally, physically handicapped students have learned to talk about being handicapped in an informative manner. Such an individual is usually able to look beyond his/her disability and can help you understand the disability and the impact of being disabled. S/he is probably familiar with the type of help and strategies which best accommodate him/her.

The extent of classroom participation by the physically handicapped student may be hindered by the physical arrangement of the instructional area. A student in a wheelchair should not be consigned to space which precludes participation within the learning area, causes a distraction to others, or obstructs the blackboard or audio visuals. The wheelchair user requires enough space to turn 180° to reposition the chair. Where possible, a more fluid (less formal) arrangment of student learning space may prove helpful. Often the disabled student may have suggestions as to how his/her space may be more conveniently arranged without disrupting the other students.

Courses with required laboratory activities present special problems to the physically handicapped student. Labs may be especially inconvenient to those performing skilled activities while *seated*. Often the student can be accommodated by simply lowering a laboratory bench for independent access to lab activities. The organized assistance by able-bodied students is also helpful on a routine basis. For instance, an able-bodied person may have to pipette, or mix reagents, wield a dissection scalpel, turn a page, etc.

Faculty office space may also preclude comfortable communication with an individual in a wheelchair if there is not enough room to position the wheelchair. You may wish to schedule appointments with disabled students in areas other than your own office.

Participation in required activites may necessitate procedural or equipment modification. In general, ask the disabled student as well as his/her classmates for past successful modifications or for new ideas. OSH and the departments of Physical Therapy, Occupational Therapy and Physical Education at U/B may have had experience with similar situations and are excellent resources for additional information in

making such accommodations (see *Campus Resources* listing in this manual for more information).

Communication systems may be used by some severely handicapped individuals to facilitate being understood during verbal exchange. Usually the system requires only that you watch the system for responses. Talk, ask questions, and make remarks as usual. The disabled individual may speak, but very slowly and indistinctly. Ask for appropriate clarification; do not be impatient. Generally, the more rushed and pressured an individual, the more unclear becomes his/her speech. Speak naturally, using the sentence structure you normally use. Usually there is no need to speak in "simple language", or to raise your voice, or to speak through someone else.

Students who tire easily, in other words, where physical fatigue is a factor, may need more time for class exercises, tests, or other assignments. For example, the instructor may need to reorganize some structured activities so that deadlines and performance objectives can be reasonably met. Alternatively, if the disabled student knows the schedule far enough in advance, s/he may be able to plan and utilize time independently, thus avoiding undue fatigue.

Valid and unbiased evaluation of a disabled student's performance may be the greatest problem which faces the instructor. Testing procedures and formats should be adapted to test the disabled student's competence in a reliable manner. Oral exams, given as multiple choice tests, are a possibility. An exam which can be type-written is also an alternative. Notetaking may be augmented in some cases by using tape recordings of lectures, assignments, instructions, and other notes on the course.

Teaching Strategies for Faculty

Blind and Visually Impaired

Almost every undergraduate, graduate, or professional program at U/B, has had a blind or visually impaired student enrolled at some time. Only a small minority of persons are actually totally blind; the majority are "legally blind". "Legally blind" means they have vision of some sort with respect to shape, light, or movement. However, even with correction, their best eye sees less at 20 feet than a normal eye sees at 200 feet.

On an average, approximately 25 blind or visually impaired students are enrolled in U/B each year. Therefore, it should not surprise you to discover a "blind" student among your students. Avoid thinking about these students in any stereotypical fashion which classifies them all as simply blind; each is unique, and generally performs with surprising and successful independence.

A visually impaired student may use a Seeing Eye Dog. Such dogs have been trained to guide blind persons, to keep out of the way, and to be quiet in order not to inconvenience others. Such working dogs should not be treated as pets and, consequently, should not be petted. Other tools which are available to help visually impaired students find their way between and inside campus buildings are large-scale tactile or portable braille maps. Each blind student has mobility training soon after s/he arrives on campus, but occasionally refresher training is helpful.

Treat the blind student very much like a sighted student. You may speak with normal loudness because their hearing acuity is usually normal. Use words like "see" without being self-conscious. However, if

you are alone with him/her, let the student know when you leave so that s/he will not be left talking to an empty room. You may expect the blind student who is in need of accommodation to respond to your initial request to identify him/herself and to mention specific needs when asked.

The student's academic course schedule should be completed and available several weeks before the semester begins in order to arrange for required texts and/or other aids. A blind student planning to take your course will generally approach you six to eight weeks beforehand for the spring semester, or at the end of the spring semester for the names of texts or readings planned for use during the next school year. Plan to have such information available far in advance; it is essential to have sufficient time for producing a tape recording, a large print, or a braille version of the material. It is advantageous for both of you that s/he begin with the rest of the class on the very first day of school. If arrangements need to be made for a reader on a regular basis, your discussion with the handicapped student should include a consideration of a classmate who is willing to help. However, final selection of a reader is the student's prerogative.

Many of the accommodations made for the blind and visually impaired frequently revolve around the conversion of inkprint, pictures, and objects (e.g. models) to a form which can be otherwise sensed, chiefly sound or tactile. Although some students will braille notes in class, some will make use of a tape recorder, or both. The placement of the tape recorder (or microphone) is crucial to good sound pickup. Naturally, there should be as little background noise or movement as possible.

Use the chalkboard, graphs and slides as you would normally. However, you should speak in much greater and specific detail about the material, thereby providing more oral description when the purpose is to accommodate the blind or visually impaired. Your presentation really becomes both a visual and verbal one, tending to be less reliant on the graphic approach to carry the whole message. Frequently, graphs which are essential to the teaching materials may be made into tactile form by the Graphic Arts Department of the Educational Communications Center at U/B. You may wish to call them for assistance (see *Campus Resources* listing in this manual for more information).

You should have no hesitancy about asking a blind or visually impaired student to make use of the library or to do reading from current publications such as magazines, newspapers, or handouts. Each library has a special study carrel that can be used by a student and a reader. In addition to having a contact person in each library on campus (see *Campus Resources* listing in this manual), several pieces of technical equipment are also available. Included are a Visualtek machine (which enlarges print 40 times its normal size) and a Kurzweil reading machine (a voice synthesized computer based terminal which scans the printed page and turns what it "sees" into the spoken word). That machine also has a calculator attachment. In addition, U/B has various other mechanical equipment available including a braille dictionary and thesaurus. A visit to the Special Services Resource Room in Lockwood will help you understand how well it is equipped to serve the blind and visually impaired student.

Occasionally, you may find a student using some technical aids in class with which you are not familiar. Such aids include tape recorders, Perkins brailler, braille stylus and slate, steno mask, Opticon or a talking calculator. Other aids are being invented rapidly. While repairs are being made to such a device, the student may arrange for a temporary

substitution or a loan from OSH (refer to the *Campus Resources* listing in this manual for equipment aids which are available at this time).

Test taking may often be managed by the use of a reader who also serves as a proctor. However, for this method of testing, you may have to allocate more time than usual and/or a separate room. When supplied with a taped test, the blind student could respond on tape for the instructor or type the responses. Similarly, under these circumstances, a separate room and possibly a proctor may be used. If you are unable to find the means to provide a suitable test-taking area, contact OSH for help. Given at least one week notice, OSH can also provide large type print question sheets or braille examinations for students who might use either of these approaches. In addition, arrangements can be made to have your department's secretary type the exam on a large print typewriter in OSH.

It should be noted that only a small percentage (10%) of blind college students know and/or use braille, and very few college texts are available in braille. However, subjects which are difficult to grasp sometimes have texts which are translated into braille in their entirety. That also can be arranged by OSH. However, arrange testing time at the same time as the rest of the class and in the same general location when posible. In any event, always ask the student what s/he has found to be his/her most effective test-taking and learning approach.

Handouts may be treated like any other required or optional reading of printed materials. They, too, can be converted to a taped message by a reader, to large type print, or to braille. Preference should be expressed by the student. However, when there are graphics, they require a verbal presentation by either the instructor, a competent classmate, or a teaching assistant.

Campus Resources

Services for the Handicapped (OSH)
149 Goodyear Hall
Main Street Campus
831-3126
831-3128 (TTY)
Bertha N. Cutcher, Coordinator

University Health Service
220 Michael Hall
Main Street Campus
831-3316
Marie Kunz, M.D., Acting Director
In case of emergency, call Public Safety at 831/636-2222

The Independents (student organization)
121 Squire Hall
Main Street Campus
831-2580
Colleen McCarthy, President

Speech and Hearing Clinic
Department of Communicative Disorders and Sciences
Room 38, 4226 Ridge Lea
831-1605
Linda Holt, Director

Visual Design-Production
Educational Communications Center
101 Wende Hall
Main Street Campus
831-2945
Richard Macakanja, Coordinator

Libraries
Special Services Resource Room
319 Lockwood Library
Amherst Campus
636-2144
Mary Ellen Heim, Technical Specialist

All U/B libraries offer services designed especially to aid the handicapped. In addition, many routine library services, such as orientations and instruction programs, may be geared for individual handicapped needs. Prior arrangement for library visits may be made by contacting the individual listed below who will coordinate and assist with such special services.

Architecture and Environmental Design Library	Philip Pepper	831-3505
Chemistry Library	Lois Woodams	831-3278
Health Sciences Library	Martha Manning	831-3335
Law Library	Marcia Zubrow	636-2047
Library Studies Library	Patricia Tegler	636-2386
Lockwood Library	Mary Ellen Heim	636-2144
Main Street Library	Philip Pepper	831-2165
Music Library	Carol Bradley/ Joyce Ciurczak	831-2571
New Ridge Lea Library	Lois Woodams	831-3161
Science and Engineering Library	Lois Woodams	636-2946
University Archives	Shonnie Finnegan	636-2916
Undergraduate Library	Verdia Jenkins	636-2943
Poetry/Rare Books Collection	Robert J. Bertholf	636-2917

In Lockwood Library, on the Amherst Campus, there is a special services room which houses a Visualtek enlarger-reader, a Perkins Braille Writer, and shortly there will be be a Kurzweil Reading Machine. A braille dictionary and thesaurus are also available.

Specialized Academic Aids Available At OSH

BOOKSTAND — Holds a heavy open book upright in reading position

BRAILLE DICTIONARY and THESAURUS — Complete texts of standard dictionary and thesaurus in braille on open shelf (located in 319 Lockwood Library, Special Services Resource Room, Amherst Campus)

BRAILLE TAPEWRITER — Produces braille characters on adhesive backed tape

PERKINS BRAILLE WRITER — Manual machine used for note-taking; portable (one located in Special Services Resource Room, Amherst Campus, and one located in OSH office)

CRUTCHES

EDNALITE HI-VISION SCOPE — Magnifier with light attachment designed to enlarge material four times its size with precise, color-free sharpness (located in Special Services Resource Room, Amherst Campus)

KURZWEIL READING MACHINE — Reads inkprint (in a deep monotone) by means of electronic computer scanning; also has calculator attachment (to be located in 319 Lockwood Library, Special Services Resource Room, Amherst Campus) DELIVERY PENDING

MOBILITY MAPS OF MAIN STREET AND AMHERST CAMPUSES — In large print, braille, tactile and three-dimension

NOTEBOOKS and REFILLS — Hardcover notebooks with "NCR" paper which creates an automatic carbon for notetakers

SPEECH PLUS TALKING CALCULATOR — An electronic calculator which permits the blind to enjoy independently the convenience of a standard calculator; earphone is available for private listening

TAPE RECORDERS (cassette and reel-to-reel) — Variety of models available to meet special needs, e.g., pause button, 4-tract machines, varispeech

COMPUTER TERMINAL WITH VOICE SYNTHESIZER — Free scan speech terminal which produces spoken letters or numbers instead of printed symbols, giving blind individuals access to variety computerized data and processes; produces spelled speech (to be

located in Academic Computer Center, Ridge Lea Campus) DELIVERY PENDING

*TTY — Teletypewriter with telephone voice coupler which allows communication via printout with the deaf who have comparable equipment

TYPEWRITER (electric) — For students' use in OSH office only

TYPEWRITER (large print; manual) — For students' use in OSH office only

*Braille TYPEWRITER (IBM) — Electric Typewriter equipped with *braille keys* only

VARIABLE SPEECH CONTROL CASSETTE TAPE RECORDER — Self-paced recall, e.g., from six-tenths to as fast as two and one-half times normal speech, without voice distortion (located in 319 Lockwood Library, Special Services Resource Room, Amherst Campus)

VISUALTEK MACHINE WITH CAMERA — A visual aid designed to enable persons with moderate to severe visual limitations to read easily and independently; machine incorporates small television monitor, a camera and a powerful zoom lens which permits what is "seen" by the camera to be magnified up to 40 times its normal size. TV monitor can be adjusted to permit either black or white background, as preferred by user (one located in 319 Lockwood Library, Special Services Resource Room, Amherst Campus, and one in Main Street Library, Room 1A)

VISUALTEK MACHINE WITH MICROFICHE ATTACHMENT — Same as above, but in addition capable of enlarging microfiche (located in Audio-Visual Department of Law Library)

WHEELCHAIR — Folding chair; wheels have spokes for hand driving

WHEELCHAIR TRAYS — Fit on arms of wheelchair to permit "lap" use as table (located in Chemistry Department)

*Also available in the Office of the Independents, 121 Squire Hall, Main Street Campus

Local Community Resources

DEAF AND HEARING IMPAIRED

National Registry of Interpreters for the Deaf
Kathy Fries, Contact Person
290 Pilgram Road
Tonawanda, NY 14150
838-4021

St. Mary's School for the Deaf
2253 Main Street
Buffalo, NY 14214
834-7200

LESS VISIBLY HANDICAPPED

American Cancer Society
101 John James Audubon Pky
Amherst, NY 14221
689-6981

Cerebral Palsy Association of Western New York
100 Leroy Street
Buffalo, NY 14214
833-3231

American Diabetes Association of Western New York
240 Statler Hilton Hotel
Buffalo, NY 14202
847-0200

Epilepsy Association of Western New York
339 Elmwood Avenue
Buffalo, NY 14222
883-5396

American Heart Association of Western New York
Statler Hilton Hotel
Buffalo, NY 14202
853-5356

Kidney Foundation of Western New York
237 Linden Avenue
Buffalo, NY 14216
882-2504

American Lung Association of Western New York
766 Ellicott Street
Buffalo, NY 14203
886-4655

Mental Health Association in Erie County
1237 Delaware Avenue
Buffalo, NY 14202
886-1242

Arthritis Foundation of Western New York
742 Delaware Avenue
Buffalo, NY 14202
887-2626

Multiple Sclerosis National Society
3170 Delaware Avenue
Buffalo, NY 14217
875-7710

Association for Children and Adults with Learning Disabilities
742 Delaware Avenue
Buffalo, NY 14202
887-2626

Muscular Dystrophy Association
877 Hopkins Road
Williamsville, NY 14221
689-6680

Serving all Handicapped

N.Y.S. Dept. of Education
Office of Vocat'l. Rehabilitation
Donovan State Office Building
125 Main Street
Buffalo, New York 14203
842-4313

MOBILITY IMPAIRED

Department of Rehabilitation Medicine
Erie County Medical Center
Dr. Glen E. Gresham, Chairman
898-3217

BLIND AND VISUALLY IMPAIRED

Blind Association of Western New York
1170 Main Street
Buffalo, New York 14203
882-1025

New York State Commission for the Blind and Visually Handicapped
1000 Ellicott Square Building
295 Main Street
Buffalo, NY 14203
842-5250

National Resources

Allergy Foundation of America
801 Second Avenue
New York, New York 10017

American Cancer Society, Inc.
219 East 42nd Street
New York, New York 10017

American Diabetes Association
1 West 48th Street
New York, New York 10020

American Heart Association
7320 Greenville Avenue
Dallas, Texas 75231

American Lung Association
1740 Broadway
New York, New York 10019

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

HEATH Resource Center
(Higher Education and the Handicapped)
1 Dupont Circle
Suite 780
Washington, D.C. 20036

Musicular Dystrophy Association
1790 Broadway
New York, New York 10019

National Arthritis Foundation
3400 Peachtree Road, N.E.
Atlanta, Georgia 30326

National Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, Pennsylvania 15234

National Association for Mental Health
1800 N. Kent Street
Arlington, Virginia 22209

National Center for a Barrier Free Environment
7315 Wisconsin Avenue
Washington, D.C. 20014

National Kidney Foundation
116 E. 27th Street
New York, New York 10016

National Multiple Sclerosis Society
257 Park Avenue, S.
New York, New York 10010

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016